



Remote Education Notice

Every school within Cumbria Futures Federation aims to provide a safe and hardworking environment where every child can be successful, whatever their abilities.

Version No	Author/Owner	Date Written	Note of amendments made	Authorised by	Date
01-2021	JS	January 2021	New policy	Governors	

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

All students have access to Microsoft Teams, and over the last term have been using it to engage with homework, classwork and revision both in class and remotely. Students will have access to work on MS Teams within 24hrs of being sent home. Work will be set in chunks that mirror total weekly curriculum time.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, P.E is project based with exercise incorporated where appropriate. Science experiments are shared via video, and in Engineering, projects are research based to be continued when in school with the correct software.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We will assign work in blocks, this means that students will only receive 1 or 2 pieces of work per day and will have one week to complete it, the work being set will be the equivalent of one week's work, so would not be completed within a short period of time. For example, if the student would normally have Year 9 science for 3 lessons a week, they would be assigned the equivalent of what they would do in those 3 lessons for that week.

Accessing remote education

How will my child access any online remote education you are providing?

Work will be set as assignments on Microsoft Teams. Microsoft Teams is accessed easily via an icon when logging into their school email account. Email accounts can be accessed via the school website.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

Laptops are issued to students, with a signed agreement to maintain them in good condition, whilst adhering to our school ICT acceptable use policy. They are set up with Microsoft Office, and MS Teams, and a connection to WiFi. We also have data only SIM card mobile phones that act as data hot spots, should the student have no internet access.

If parents or carers need more information regarding this please contact the school directly. Students waiting for a laptop issued will have printed materials posted to their address, and can post to school for marking submission.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

Some examples of remote teaching approaches:

- live teaching (online lessons)
- recorded teaching either via an external platform, or our staff narrating/videoing lessons.
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

It is important to ensure the student has access to an area at home in which to work, with few distractions. Following the normal school day helps, waking up early and stopping for regular breaks.

Work should be completed and handed into to teachers by the Friday of the week the work was set. For work set on the Friday, it will need to be handed in by the end of that day.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Staff will check weekly if the assignment has been completed. In the first instance, if a deadline has been missed then a text/email will be sent home. For up to 5 missed deadlines, a member of staff will call home. If a student continues to miss up to 8 deadlines, then they will make up time during 5 lunches when they return to school.

If a student missed 8, then a member of the school leadership team contacts the parent or carer. If no work is submitted, then the Local Authority is notified, and the student will be classed as Educationally vulnerable, and required to access the hub during the next round of remote learning. This is in addition to the 5 lunches, plus 2 additional afterschool intervention sessions.

With 10 missed sessions, a letter will be sent home to formalise their place in the hub.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Students will receive feedback in a variety of ways. Matrixes linked to assessment objectives, verbal narration by staff, written and scanned, or self marked quizzes on forms, Seneca learning, or My Maths/Corbett Maths.

Feedback will be constructive and informative showing areas of strength and where a student could make improvements. Where possible, it may make links to the specification and potentially give a GCSE grade or D/S/E dependant on key stage.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

Students with EHCPs are encouraged to access the hub provision where possible. If students cannot access the hub then they will have regular phone and email contact with an allocated member of the TA team.

All support staff are also linked to the Teams and can access the assignments set to ensure work is accessible by all students and can offer further differentiation when required.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

In the instance the student is self-isolating, then work will still be assigned via MS Teams, but in a lesson-by-lesson format which mirrors the curriculum being taught to their peers in school. The expectations surrounding completion of work, consequences and support outlined above still stands.